

"Q. What examples confirm this doctrine?—A. The example of Jesus Christ himself, who lived and died in allegiance to the Emperor of Rome, and respectfully submitted to the judgment which condemned him to death."

In the printing of the Catechism, the words "God" and the "EMPEROR," are printed in large letters. The name of "Christ" in small. This was the Catechism that the Roman Catholic Polish children were constrained to learn, and by which constraint, the treaty of Vienna is wholly violated, even had it been preserved in all other respects.

[This teaching is positive blasphemy, and a most shameful practising on the credulity of a superstitious and ignorant people. So much for Nicholas I., the scourge of his people, and now the curse of mankind.]
—(From the Sunday School Teachers' Magazine.)

THE SCHOOL HOUSE OF THE SECTION.

As the time for opening fall and winter schools approaches, it becomes trustees, and those who have the interest of schools at heart, to look to the condition of the school house; to see that the plastering is repaired, if necessary, the walls whitewashed, the windows glazed, and the means for warming and ventilating secured, and a good supply of fuel on hand in season; in short, that every thing be done, which can be effected, to render the school room pleasant and convenient, or, at least, comfortable and healthy. We are aware that much has been said on this subject, and every argument has been employed to show its importance, and to induce all concerned to feel a proper interest in the subject, and still a very large number of school houses in the Province present a most cheerless aspect to the beholder, and are still more uncomfortable for those who occupy them.

In hardly any thing else pertaining to the improvement of society or the conveniences of life do the people manifest a wish to stand still or even to go backwards. Do any now think of moving to Iowa, Wisconsin, or Minnesota, with an ox-team, and occupying from four to six or eight weeks in the journey, because, forsooth, their fathers did so in removing to Ohio? Do any parch corn and pound it in a mortar for food, because, before the erection of mills, the early settlers were compelled so to do? Do any pick, card, and spin all their own wool and dress all their cloth by hand, for a similar reason? Do our farmers and mechanics erect houses of logs, with a single room for all the family, with an opening through the roof for the escape of the smoke, and use stools for seats, the floor for a bedstead, a chest for a table, trenchers for plates, and fingers for knives and forks, because in the history of the human race there may have been a time when their ancestors did thus, and, therefore, they and their children must needs do so?

And yet this is the logic not unfrequently used in regard to the school house, and by men reputedly possessed of good judgment, men who reflect upon other subjects and become intelligent and enterprising; who not only seize upon valuable improvements when proposed to them, but who study to devise them, and are ready to land in unmeasured terms those who have introduced important improvements in agriculture and other useful arts. But talk to them about improving the school house, making it larger and more commodious, furnishing it with better seats and desks, with suitable apparatus, blackboards, maps, charts, &c., and we are immediately and very decidedly told that "the house is now better than any in which they ever attended school, that in their youth they had nothing but slabbenches without backs, and as for blackboards and apparatus, no such thing was ever heard of then, and they think their children can do without them as well as they did."

Now is it not evident, from the strain of these replies, that those who make them are acting upon the assumption that no important improvement in the means or methods of education can be made; or upon the equally absurd assumption that in this department alone no such improvement is needed? We might have less fault to find with the reasoning of these persons, if they would be consistent and apply the same to other subjects of similar, or even of less importance. If they will reject or throw aside all the improvements of the age—if farmers will throw aside the plows they now use and adopt those used fifty years since; if they will use oxen instead of horses, and sleds instead of wagons; if they will reap, thrash and winnow their grain by hand, wash it at the spring if foul, and carry it to mill a bushel at a time, on horseback, with a stone in one end of the bag; if they will use chimneys with a wide back, burn their firewood of sled length, and draw in the logs with a horse; if they will wear no clothes except those manufactured entirely in their own houses; and if mechanics of every class will use no tools and adopt no methods in their respective employments, which have been invented or introduced within the last forty or fifty years,—we may then cease to urge the necessity of improvements in school houses, furniture and apparatus.

Here let us not be misunderstood; when the country was new and

the people comparatively poor, or at best, supplied with little more than the necessities of life; when the single room of the log cabin, with its chinks well closed with clay, with its floor of earth or split timber, its wide fire-place, its rude stools and other furniture, and its bark torches instead of lamps, was considered a palace; then there was no incongruity between it and the school house of similar architecture and furniture, and no injurious effect was produced upon the minds of children by resorting to such a place for study and instruction. But, when these cabins have given place to the spacious and commodious farm house, or the stately mansion, well furnished and decorated with maps and paintings upon its walls, and elegant volumes and costly engravings upon its tables; and when even the barn and its neighboring buildings have assumed an air of comfort, if not of taste, and are constructed, lighted and ventilated with due reference to the health and comfort of their inmates—can it be expected that children will resort to the unseemingly school house, poorly lighted, ill-warmed, unventilated, with its floor undulating like the surface of the sea, and covered perhaps with filth; with its walls blackened by the smoke of years, and variegated only by grotesque or obscene inscriptions and delineations, and the whole presenting the most comfortless aspect imaginable,—can it be expected, we say, that children and youth will go from their homes to such places without feelings of repugnance, or without connecting most unpleasant associations with every thing that pertains to school and the acquisition of knowledge? And can the teacher be blamed if they do not love the school and take delight in study? *Ohio Journal of Education.* A. D. L.

THE TEACHER IN THE SCHOOL ROOM.

It is well for the teacher to remember that each of his pupils has, ordinarily, an equal claim upon his time and attention. Generally speaking, probably, there are not more than three hundred minutes, in the school day, during which the teacher can give instruction. In a school of forty scholars, then, he can give only seven and a half minutes to each. From this, and other considerations, the propriety of the following suggestions will be easily seen:

1. Classify, as far as possible, all the pupils in the school, and in every study. Not only in reading and spelling, but in arithmetic, geography and grammar. Ten or fifteen pupils may be profited by the same explanation, or by an illustration on the blackboard, or otherwise, as well as one.

2. Have as few classes as possible, that as much time as is practicable, may be given to the recitation or exercise of each class. In reading, spelling, and some other branches, it is desirable that all the members of a class be furnished with books of the same kind; but this is not indispensable in all the studies. In geography or arithmetic, for example, if you have several scholars of nearly the same grade of advancement, and entire uniformity of books can not be secured, it is better still, to have them in one class, to have the subject assigned to them, and let them study from their different books and recite and be instructed together, rather than form two or three small classes. This course may often be pursued with good results, especially with scholars somewhat advanced, as any intelligent teacher can easily reconcile the apparent discrepancies between the works of different authors on the same subject; and, in geography, if the teacher uses the outline maps, or in arithmetic, if he makes free use of the blackboard, he will find that different text-books on the same subject are often an advantage, rather than otherwise.

3. As far as possible, give your entire attention to the class while reading or reciting. No pupil should be allowed, under any ordinary circumstances, to interrupt the teacher, while he is hearing a recitation or instructing a class, by asking permission to speak or leave his seat; and any disturbance, made at such a time, should be regarded as a much more serious offence than if it occurred when the teacher was not thus occupied.

4. As often as convenient, seek opportunities for communicating general instruction on important topics, to the whole school. Such general exercises should be short, confined to a single subject, or a few related topics, and it should be the aim to secure the entire attention of the school during the lecture. This mode of communicating instruction is highly important as a means of preparing pupils to gain information through the ear, in subsequent life, from conversation, lectures, addresses, sermons, etc.

5. As no scholar should be permitted to attend school without giving some attention, every day, to spelling and reading, so all should be instructed in arithmetic in some form; in mental arithmetic if not in written. The youngest pupils should be taught to count and to number, then to add and subtract, multiply and divide, commencing with sensible objects; those familiar with these exercises, should be made acquainted with notation and numeration, and the mode of performing the fundamental operations in written arithmetic; and those the most advanced in the study, should be frequently and thoroughly questioned on the definitions and rules, and exercised in the solution of examples mentally and on the blackboard.